



NEW ZEALAND QUALIFICATIONS AUTHORITY
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External Evaluation and Review Report

New Zealand Institute of Science and
Technology Limited (NZIST)

Date of report: 30 October 2018

About New Zealand Institute of Science and Technology Limited

NZIST delivers English language training programmes to international students at a range of levels to meet the needs of individual learners.

Type of organisation:	Private training establishment (PTE)
Location:	Levels 9 and 10, 87 Albert Street, Auckland
Code of Practice ¹ signatory:	Yes
Number of students:	Domestic: nil International: 173 students at 31 August 2018
Number of staff:	21 full-time equivalents
TEO profile:	NZIST enrolls only international students. The PTE has undergone many changes in the past year. Significant reviews have been undertaken to address the NZQA requirements and recommendations from the last external evaluation and review (EER).
Last EER outcome:	At NZIST's EER in May 2017, NZQA was Not Yet Confident in the PTE's educational performance and Not Yet Confident in its capability in self-assessment.
Scope of evaluation:	Two focus areas were evaluated: <ul style="list-style-type: none">• International Students: Support and Wellbeing• English programmes
MoE number:	7508
NZQA reference:	C30813
Dates of EER visit:	4 and 5 September 2018

¹ Education (Pastoral Care of International Students) Code of Practice, 2016. NZQA

Summary of Results

NZIST management is focused on becoming recognised as a provider of high quality English language programmes. A range of initiatives and purposeful changes are being made to achieve this.

Confident in educational performance

- Strengthened leadership and management provide clear direction and effective support to meet the learning needs of the students.
- Outcomes for students are good, with consistently high completion rates of 95 per cent across the programmes.

Confident in capability in self- assessment

- Programme design and review, teaching quality and oversight, resources and facilities are appropriate.
- To improve assessment practice, NZIST is proactively working on monitoring and improving its internal and external moderation processes.
- Staff engagement, collaboration and commitment is contributing to an inclusive, supportive learning environment that students value.
- Pastoral care and learning support, as well as policies and regulations such as attendance, effectively support and involve students in their learning.
- A comprehensive review of the Code of Practice and detailed student files indicate good understanding of compliance requirements.
- The recommendations from the last EER have been addressed as priority areas for improvement. Progress is being made to implement changes.
- Self-assessment of educational performance is purposeful and becoming more systematic. A culture of reflective practice is emerging and being embedded through all areas of the organisation.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student achievement is based on a range of individual goals and motivations and studying for a specified time.</p> <p>In the year to 31 August 2018, 95 per cent of students completed their course and achieved their goals. Fifty-one per cent of the level 2 graduates moved up to study at level 4.</p> <p>Recently introduced student progression data shows that 81 per cent moved at least one CEFR³ level, and 15 per cent moved three to five levels during their study. The PTE is building connections with similar providers to enable sector comparisons.</p> <p>NZIST understands why 19 per cent of students are not progressing (i.e. older students, students who are already at an advanced level on entry, the length of study). These students are meeting their personal goals to improve their English.</p> <p>NZIST has started further analysis of achievement within skill areas, providing valuable information on areas for improvement.</p> <p>Students are achieving IELTS scores to meet entry requirements for further study. NZIST is looking at ways to gather this achievement data more systematically.</p> <p>Students develop confidence in their English language ability.</p>
Conclusion:	<p>Students are improving their English language skills to communicate effectively at work, for travel and to meet individual academic and personal goals. Comparisons with similar providers would enhance self-assessment of achievement for both progression and IELTS.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Common European Framework of Reference for Languages (CEFR)

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student surveys indicate a high level of satisfaction with the service provided by NZIST: 92 per cent of graduates would recommend NZIST to others.</p> <p>In the past year, the level 4 graduates who planned to go on to further study are now completing undergraduate degrees and diplomas at universities or other tertiary education providers. Initial informal contacts indicate that NZIST graduates are performing well in their higher-level study.</p> <p>Management is beginning to actively engage with other tertiary education providers and sector groups to build professional relationships. This will ensure that value is enhanced by sharing knowledge and practice.</p> <p>Achievement data is analysed according to student numbers, ethnicity, progression, further study and visa status. Building a stronger evidence base around the value of outcomes, particularly for those students who go on to tertiary study, would further strengthen self-assessment.</p>
Conclusion:	<p>Students value the positive learning experience and the strong emphasis placed on improving their language and communication skills, as it helps them achieve their individual learning goals. The key aims of the students are improving communication in the workplace, meeting entry requirements for further study, gaining employment and communication for living in New Zealand.</p>

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The design and delivery of English language programmes, including IELTS⁴ preparation, match the needs of a wide range of students.</p> <p>Students complete an Oxford Placement test on entry, are placed in the appropriate class, and monitored over the first week to confirm an accurate placement. Progress is monitored through formal assessments at regular six-week intervals. Decisions about moving levels are based on the outcomes of these assessments.</p> <p>NZIST provides flexible pathways for students to ensure their progress matches their learning goals. Students are well-prepared to take their IELTS examinations when they reach the required level.</p> <p>Learning activities and resources are tailored to student needs and the level of language study. A strong emphasis is placed on group work, resources with New Zealand content and context, and visits.</p> <p>Internal moderation of assessments and assessor decisions are beginning to confirm that assessment is fair, valid and appropriate, although it is too early to measure the effects of this. NZIST plans to include an external moderation partner and identify priority areas for professional development.</p> <p>Teachers work collaboratively to support students in the transition from one level to another. They share knowledge of students' goals and progress.</p>
Conclusion:	Programmes and learning outcomes are aligned to international standards based on the CEFR. This meets the needs of the students. There is work in progress to strengthen moderation and review practice to inform improvements.

⁴ International English Language Testing System (IELTS)

1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student evaluations and feedback show a high level of satisfaction with the quality of teaching and the support received from management, counsellors and other support staff.</p> <p>NZIST has enrolment processes to identify the language level and learning goals of each student. That academic staff are not involved in this process is a potential weakness. Individual learning plans (ILPs) could strengthen the individual student profile, enabling the PTE to monitor progress and achievement.</p> <p>The entry interview and orientation process is heavily focused on providing information, and completing checklists and documentation with support staff. Systems are well-documented and managed to ensure that students are studying at the appropriate level of language classes.</p> <p>Teachers provide timely, ongoing feedback to each student on their progress. Students indicated that they are motivated to improve by the quality of the feedback they receive on their work.</p> <p>Attendance expectations of 90 per cent are effectively communicated to the students and are monitored closely. There is a clear follow-up process to work with students who fall below the required benchmark.</p>
Conclusion:	<p>Students experience a supportive and caring learning environment and value the cultural diversity of the student group. There are strong learning relationships between staff and students. This contributes to an engaging learning environment.</p>

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Recent changes to management roles and responsibilities have strengthened the direction, purpose and culture of the organisation. The appointment of a new principal and academic manager in the last six months has had a positive impact on the effectiveness of academic leadership.</p> <p>More effective and inclusive communication strategies are leading to stronger collaboration amongst staff and collective responsibility for decision-making. Regular staff meetings and feedback from management provides a stronger emphasis on academic matters.</p> <p>Data analysis is beginning to be used more systematically to understand achievement, graduate destination and student satisfaction. Staff are involved in discussions on the data and in identifying areas for improvement (i.e. priority areas).</p> <p>NZIST is establishing relationships with high performing English language schools and tertiary education organisations (TEOs) who have pathways for NZIST graduates. Recent membership of sector wide organisations (i.e. ITENZ⁵ and TESOLANZ⁶) is giving access to external professional development opportunities, moderation and exchange of good practice.</p> <p>Staff are well-qualified and experienced. They are encouraged to actively improve the quality of the organisation. NZIST introduced a policy for an annual staff performance review and appraisal. It is too soon to determine its effectiveness.</p> <p>Management is exploring opportunities to deliver online language courses and support the sustainability of the PTE.</p>
Conclusion:	Governance and management are clearly focused on building an organisational culture centred on education, student progress and building a quality, well-resourced learning environment that supports educational achievement.

⁵ Independent Tertiary Education New Zealand (ITENZ)

⁶ Teachers of English to speakers of other languages Aotearoa New Zealand

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZIST has reviewed and strengthened compliance monitoring systems and processes over the past year, including</p> <ul style="list-style-type: none"> • a comprehensive self-review of the Code of Practice resulting in an action plan with timelines • a review and update of the quality management system • increased emphasis on the monitoring of attendance with clear procedures to follow up absences • regular monitoring of NZQA requirements and rule changes and communicating requirements across the organisation. <p>A review of a sample of student files showed that enrolment processes and internal audit checks meet NZQA and immigration requirements.</p>
Conclusion:	NZIST has systematic review and monitoring processes for managing ongoing compliance responsibilities.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: International students – support and wellbeing

Performance:	Good
Self-assessment:	Good

2.2 Focus area: English programmes

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that New Zealand School of Science and Technology Limited:

- Implement a performance review process across the organisation to support and develop staff professional development.
- Explore ways to involve academic staff in the entry and orientation process to build a student profile clearly indicating academic and personal goals for studying at NZIST.
- Continue to build systematic and purposeful self-assessment processes, including use of data analysis, to embed reflective practice across the organisation.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁷*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁷ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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